

The McREL Superintendent Evaluation System Crosswalk to the Wyoming Education Leader Standards

To demonstrate alignment to the *Wyoming Education Leader Standards*, a system must 1) demonstrate alignment to a majority of the elements within each standard, 2) be aligned to Standard I (*Clear and Consistent Focus on Maximizing the Learning and Growth of All Students*), and 3) align to **five** of the **six** remaining standards. Based upon this crosswalk, the *McREL Superintendent Evaluation System* demonstrated alignment to **five** of the **seven** *Wyoming Education Leader Standards*. Using this criteria, the review team concluded that the *McREL Superintendent Evaluation System* is **not aligned to the Wyoming Education Leader Standards**. Please see Table 1 for an overview of the crosswalk and Table 2 for details of the crosswalk between the *McREL Superintendent Evaluation System* and the *Wyoming Education Leader Standards*.

Table 1. Crosswalk Overview

Standard	Number of Elements Aligned	Standard Aligned/Not Aligned
Standard 1	6/8	Aligned
Standard 2	3/6	Not Aligned
Standard 3	5/7	Aligned
Standard 4	4/4	Aligned
Standard 5	5/6	Aligned
Standard 6	0/4	Not Aligned
Standard 7	5/5	Aligned

Table 2. Detailed McREL Superintendent Evaluation System Crosswalk to Wyoming Education Leader Standards

Wyoming Education Leader Standards	McREL's Superintendent Evaluation System
<i>Standard 1 – Clear and Consistent Focus on Maximizing the Learning and Growth of All Students</i>	<i>Component I: Purposeful Community</i> <i>Component II: Managing Change</i> <i>Component III: Focus of Leadership</i> <i>Component IV: Management</i>

Key Element A. In collaboration with others and in alignment with district strategic priorities, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programing.	Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.
Key Element B. Ensure the alignment of the assessments to district identified prioritized standards used to track student growth and achievement over time.	Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.
Key Element C. Use multiple data measures appropriately within the technical limitations to monitor students' progress toward learning objectives to improve instruction.	Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.
Key Element D. Ensure a system of accountability for students' academic success and career readiness.	<i>No Alignment</i>
Key Element E. Develop and maintain longitudinal data and communication systems to deliver actionable information for district, school, and classroom improvement.	Component IV: Management: (b) Systematic communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.
Key Element F. Lead the implementation of a high-quality student support and assessment system.	<i>No Alignment</i>
Key Element G. Ensure high expectations for achievement, growth and equity in opportunities for all students.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p>

	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
Key Element H. Work with staff to evaluate and use data to improve student achievement.	<p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and</p>

	principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.
Standard 2 - Instructional and Assessment Leadership	Component II: Managing Change Component III: Focus of Leadership
Key Element A. Focus on student learning by leading the implementation of a rigorous, relevant and prioritized curriculum and assessment system.	<p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
Key Element B. Work collaboratively to implement a common instructional framework that: Aligns curriculum with teaching, assessment, and learning AND Guides teacher conversation, practice, observation, evaluation, and feedback.	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for</p>

	professional development of teachers and principals to achieve district goals.
Key Element C. Recognize a full range of pedagogy and monitor the impact of instruction.	<p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
Key Element D. Ensure that there is differentiation, personalization, intellectual stimulation, collaboration, authenticity, and recognition of student strengths in instructional practice.	No Alignment
Key Element E. Promote the effective uses of technology to support teaching and learning.	No Alignment
Key Element F. Ensure the use of formative assessment data to inform instruction.	No Alignment
Standard 3 - Developing and Supporting a Learning Organization	<p>Component I: Purposeful Community</p> <p>Component II: Managing Change</p> <p>Component III: Focus of Leadership</p>
Key Element A. Effectively lead the implementation of a high-quality educator support and evaluation system that advances the professional growth of their staff.	No Alignment
Key Element B. Have a solid understanding of adult learning and ensure that all adults have the knowledge, skills, and dispositions necessary to promote student success.	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for</p>

	<p>professional development of teachers and principals to achieve district goals.</p>
<p>Key Element C. Create and/or support collaborative learning organizations to foster improvements in teacher practices and student learning.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>

<p>Key Element D. Guide implementation of improvement initiatives and provide the time and support for these initiatives to achieve desired outcomes.</p>	<p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
<p>Key Element E. Lead the evaluation of new and existing programs as part of a continuous improvement process.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p>

Key Element F. Cultivate the ability of teachers and other members of the community to become leaders by providing assistance and leadership opportunities.	<i>No Alignment</i>
Key Element G. Facilitate high-functioning groups of faculty and staff.	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p>
<i>Standard 4 - Vision, Mission, and Culture</i>	<p><i>Component I: Purposeful Community</i> <i>Component II: Managing Change</i> <i>Component III: Focus of Leadership</i> <i>Component IV: Management</i></p>
Key Element A. Use relevant data and collaborate with members of the school, district, and community to create and endorse a vision for the achievement of every student.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes -</p>

	<p>The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component III: Focus of Leadership: (a) Non-negotiable goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p>
Key Element B. Articulate, advocate, and cultivate core values that define the school's and district's culture.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p>

	<p>Component III: Focus of Leadership: (a) Non-negotiable Goals - The superintendent and central office staff, with the Board and principals, collaboratively develops and adopts district-wide goals for student achievement and an instructional program that is based on relevant research.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p>
Key Element C. Create and maintain a positive climate with a trusting, safe environment that promotes effective student learning and adult practice.	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (c) Safe and Orderly Environment -</p>

	<p>The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element D. Collaboratively evaluate the mission and vision, modifying them based on changing intentions, opportunities, demands, and positions of students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component IV: Management: (b) Systematic communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
Standard 5 - Efficient and Effective Management	<p>Component I: Purposeful Community Component II: Managing Change</p>

	<p><i>Component III: Focus of Leadership</i></p> <p><i>Component IV: Management</i></p>
<p>Key Element A. Recruit, hire, support, develop, and retain effective teachers and other professional staff and form them into an effective team.</p>	<p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component IV: Management: (c) Safe and Orderly Environment - The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
<p>Key Element B. Facilitate the adaptation and monitoring of operational systems and processes to ensure a high-performing organization that includes clear expectations, structures, rules, and procedures for effective and efficient operations focused on high-quality teaching and learning.</p>	<p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a</p>

	<p>sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p> <p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and Budget - The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.</p> <p>Component IV: Management: (c) Safe and Orderly Environment - The superintendent and central office staff develop and enforce expectations, structures, rules and procedures for students and staff.</p>
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Key Element C. Limit the number of initiatives and ensure that whatever programs and strategies are implemented in their school and district are supported by the best research available and are aligned to school and district plans.	<i>No Alignment</i>
Key Element D. Use appropriate strategies to guide their organizations through change (e.g. first- and second-order change strategies).	<p>Component II: Managing Change: (a) Creates demand for change - The superintendent and central office staff create demand for continuous improvement, either as a result of dissatisfaction with the current reality or toward a vision of a more attractive reality.</p> <p>Component II: Managing Change: (b) Implements change - The superintendent and central office staff lead the implementation of research-based practices to improve student achievement with a relentless focus on quality, fidelity, intensity, and consistency.</p> <p>Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.</p> <p>Component II: Managing Change: (d) Manages personal transitions - The superintendent and central office staff understand individual responses to change and effectively manage their personal transitions.</p> <p>Component III: Focus of Leadership: (b) Use of resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.</p>
Key Element E. Support the learning of all students by appropriating and regulating monetary, human and material supplies, time, equipment, technology, and alliances with school and district goals.	Component III: Focus of Leadership: (b) Use of Resources - The superintendent and central office staff dedicates resources for professional development of teachers and principals to achieve district goals.

	<p>Component III: Focus of Leadership: (c) Defined Autonomy - The superintendent and central office staff provides autonomy to school principals to lead their schools, but expect alignment on district goals and use of resources for professional development.</p> <p>Component IV: Management: (a) Resources and Budget - The superintendent and central office staff establish budget processes and systems focused on and resulting in improved student achievement.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
Key Element F. Ensure the expectation that students, staff, and the school and district operate within the guidelines of federal, state, and local laws, policies, regulations, and statutory requirements.	Component IV: Management: (e) Legal and Regulatory Compliance - The superintendent and central office staff designs protocols and processes in order to comply with federal, state, and district legal requirements and mandates.
Standard 6 - Ethics and Professionalism	No Alignment
Key Element A. Lead with integrity.	No Alignment
Key Element B. Establish a culture in which ethical behavior is expected and practiced by all faculty, staff, students, and volunteers.	No Alignment
Key Element C. Contribute to district and state initiatives.	No Alignment
Key Element D. Evaluate the potential ethical, legal, and precedent-setting consequences of decision-making.	No Alignment
Standard 7 - Communication and Community Engagement	<p>Component I: Purposeful Community</p> <p>Component II: Managing Change</p> <p>Component IV: Management</p>

Key Element A. Advocate and effectively communicate with a range of stakeholders, from students and teachers to parents and members of the larger community, including media, to advance the organization's vision and mission.

Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.

Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.

Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.

Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.

Component II: Managing Change: (c) Monitors and evaluates - The superintendent and central office staff monitor and evaluate implementation of the district instructional program, impact of instruction on achievement, and impact of implementation on implementers.

Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.

Component IV: Management: (d) Parent/Community Involvement

	and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.
Key Element B. Implement and maintain policies to establish working relationships with the community and media to garner support and build consensus for school and district goals.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (c) Tangible and intangible assets - The superintendent and central office staff identify and effectively manage all available assets across the district and from the community.</p> <p>Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>

<p>Key Element C. Use community engagement efforts to identify and share successes and to address challenges for the benefit of students.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component I: Purposeful Community: (d) Collective Efficacy - The superintendent and central office staff develop and sustain a sense of collective efficacy across the district.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
<p>Key Element D. Are easily approached, available, and inviting to students, staff, and community.</p>	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of</p>

	<p>communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p> <p>Component IV: Management: (b) Systematic Communication - The superintendent and central office staff design and utilize various forms of formal and informal communication so that the focus of the school can be on improved student achievement.</p> <p>Component IV: Management: (d) Parent/Community Involvement and Outreach - The superintendent and central office staff design structures and processes which result in parent and community engagement, support, and ownership for the district.</p>
Key Element E. Are intentional about considering improvement ideas from outside the school system.	<p>Component I: Purposeful Community: (a) Purpose and outcomes - The superintendent and central office staff establish and maintain an intentional community with a common purpose and dedicated to producing outcomes that matter to all.</p> <p>Component I: Purposeful Community: (b) Agreed upon processes - The superintendent and central office staff collaboratively establish and model processes that lead to patterns of communication, relationships among community members, a sense of well-being, connections between the school and other institutions, shared leadership opportunities, and a sense of order and discipline.</p>

